

# **Artistic Citizenship Worksheet**

Name: \_\_\_\_\_

Through this project, you will have an opportunity to engage in *musical citizenship*.

**Step 1:** Choose one of the following areas to focus on for this project:

## **1. Presentational Performance:**

A *presentational performance* is a live musical performance that is planned out and refined ahead of time.

- A. You will choose an existing song (or write your own) that tells a meaningful story, brings people together/promotes community, and/or tackles an important issue (this can be done individually, or in small groups).
- B. Next, you will rehearse and refine an interpretation of your chosen song.
- C. Finally, you will choose a performance venue and perform your song in front of a “live” audience (e.g., in front of the class, for a class of younger students in the school, at a retirement home, at a coffee shop, at a community gathering or event, etc.).

### ***Presentational Performance Hypothetical Example:***

- A. A group of three students chose to perform the song “Imagine” (by the Beatles) because they thought it was beautiful and had an important message about making the world a better place.
  - i. They listened to several arrangements online and found a backing track on YouTube.
- B. They printed the lyrics and practiced singing it together along with the recorded accompaniment.
- C. They scheduled a time with their general music teacher to perform it in front of the class and explained to their classmates why the song was important to them.

## **2. Participatory Performance:**

A *participatory performance* prioritizes group participation over a final, refined musical product.

- If you choose this option, you will help others discover the power of music by finding a way to engage them in an active, meaningful, collective music-making experience.
- A. More specifically, you will choose a meaningful musical experience that builds community or brings awareness to an issue you care about and make a plan to share it with others . . . encouraging them to actively participate in the experience.
    - i. Examples: teaching younger students a campfire song, the school fight song, or a jump rope chant; teaching your classmates a simple folk dance or how to play a song on the ukulele; teaching your classmates a protest song; showing your

classmates a music video that has an important social message, leading people at a retirement home in a sing-along based on several familiar folk songs, etc...

***Participatory Performance hypothetical example:***

- A. A group of four students wanted to share the power of music with residents at a local retirement home.
- B. They chose three familiar folk songs (“If I Had a Hammer,” “This Land is Your Land,” and “Puff the Magic Dragon”), printed off lyrics sheets, and practiced singing them.
- C. They asked their music teacher to schedule a time for the sing-along with the director of the retirement home. Their teacher volunteered to accompany them on the guitar.
  - i. Everyone had a great time singing together (retirees and students alike). They even decided to sing some extra songs that everybody knew.

### **3. High-Fidelity Recording**

*A high-fidelity recording captures a live performance in some way.*

- A. If you choose this option, you will choose an existing song (or write your own) that tells a meaningful story, brings people together/promotes community, and/or tackles an important issue (this can be done individually, or in small groups).
- B. Next, you will rehearse and refine an interpretation of your chosen song.
- C. Finally, you will make choices regarding how you will record/preserve it (video or audio recording, edited or not edited, etc...), and choose a way to share your recording with others.

***High Fidelity Recording Hypothetical Example:***

- A. A group of three students chose to perform the song “Imagine” (by the Beatles) because they thought it was beautiful and had an important message about making the world a better place. They decided to make a recording because they felt a little nervous about singing in front of a “live” audience.
  - i. They listened to several arrangements online and found a backing track on YouTube.
- B. They printed the lyrics and practiced singing it together along with the recorded accompaniment.
- C. After they felt comfortable singing the song, they used a phone to make an audio recording . . . it turned out pretty good!
  - i. They shared it on their class’s Google Classroom site and received some positive feedback from classmates.

### **4. Studio Audio Art Recording**

*A studio audio art recording is made using recording technology (e.g., computer software like Garageband or Soundtrap).*

- A. If you choose this option, you will create music (related to a theme or issue that is important to you) using recording technology (e.g., a computer composition). You can do this independently or collaborate with others.

- B. You will build your composition using loops available on computer software programs or apps (or you can create/compose your own or create an arrangement of a familiar song).
- C. Then, you will choose a way to share your recording with others.

***Studio Audio Art Recording Hypothetical Example:***

- A. Two students in a general music class were excited about this project. Although they didn't like to sing in front of people, they were interested in electronic music and enjoyed listening to hip-hop music and creating their own rhymes.
- B. They experimented with putting drum loops together on Soundtrap until they found a combination they liked.
  - i. They decided to write a short rap about single-use plastics (an issue that was important to them).
- C. They recorded their rap over the beat they created on Soundtrap.
  - i. They shared their finished product on their class's Google Classroom site and received some positive feedback from classmates.

## **5. Telemusical Performance**

A *telemusical performance* does not have face-to-face interactions and a final product (such as a recording) is not required. It involves making music with others across long distances.

- A. If you choose this option, you will collaborate with others by joining a “virtual” ensemble and attending a rehearsal (where you will become an active participant in a “virtual” community of music-makers).
- B. You can form your own “virtual musical community” with classmates on an interactive website (such as Zoom) or join a virtual ensemble that already exists (from a list provided by your teacher).

***Telemusical Performance Hypothetical Example:***

- A. A choir student was curious about what it would be like to sing in a virtual choir.
- B. After consulting with her teacher about options, she chose a reputable virtual choir to join.
- C. After signing up, she received sheet music and a backing track to practice with.
  - i. At the designated time, she joined the YouTube live stream. The group started with vocal warm-ups and then rehearsed the song.
  - ii. Although it was a bit strange at first, singing in a virtual choir made her feel a sense of community with people from all over the world.

**Step 2:**

Which option did you choose and why?

**Step 3:**

Briefly describe the process you went through as you completed this project . . . how did it go?